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AUTHOR Gardner, Kathryn M.
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ABSTRACT

A voluntary remedial reading and study skills class for students whose ability in these areas is insufficient to meet college demands is described. After the initial diagnostic pretesting is complete, each student works with a tutor or instructor to design a learning program suited to his individual needs, with six or seven half-hour units per week. In addition to four hours of class time, each student is required to spend at least one hour per week independently in the reading laboratory. Objectives, materials, and activities are included for eight units: diagnostic pretesting, theory and techniques of effective reading, the development of efficient study skills, small group tutoring/discussion session, laboratory development of reading comprehension, laboratory development of perceptual skills and reading speed, spelling improvement, and mastering the sounds of English-phonics development. (TO)

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READING AND STUDY SKILLS DEVELOPMENT
ENGLISH 21

Kathryn M. Gardner
L.A. Harbor College
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CS 000 760

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COURSE DESCRIPTION

This is a voluntary remedial reading and study skills class for those students whose ability in these areas is insufficient to meet college demands. Reading is offered under the auspices of the English department, and counts as four units toward an A.A. degree or as an elective in a special vocational program. The four units are transferable only to another community college offering the same class.

English 21 requires a total of four class hours per week, which may be distributed over either two or four school days. In addition to class time, each student is required to spend at least one extra hour per week in the reading laboratory where all classes are held; this is his opportunity to spend additional time on his problem areas. The students are nearly always independent in the laboratory situation, the main exceptions being the class reading discussion (30 minutes per week), and the weekly discussion/counseling sessions with two or three peers and a tutor or instructor (also about 30 min. per week). After the initial diagnostic pre-testing has been completed, the required four hours of weekly class time is broken down into eight half-hour segments for the purpose of individualized learning. Each student works with a tutor or instructor to design a learning program with six or seven units (or activities) particularly suited to his individual needs, as determined by the diagnostic tests. The units themselves are set up in such a way that they can by modified to "fill in" the precise areas where the student has difficulty. In order for the instructor to achieve the degree of individualization necessary for the success of this course, it is essential to have the assistance of at least two student tutors per class.

The students come from a wide variety of ethnic backgrounds; African-American, Oriental, Chicano, Filipino, and Anglo ancestry are the most common. About 1/3 of the students are

over twenty years of age: some are in their fifties and sixties.

While most students have a desire to learn and improve themselves, ability varies widely. Some of them will be able to complete their educational objectives, going on to receive the A.A. or a vocational degree. Out of these students a few may even transfer to a four-year institution. But there will be a number of students who will not, in the space of one semester, be able to overcome their educational, emotional, or financial handicaps sufficiently to meet the demands of college work. While some of these students may take the class twice, most of them will drop out during or shortly after the first semester, in spite of the efforts of reading lab personnel and counseling staff to foresee and prevent this. The dropout rate in English 21 is much higher than in most classes because this class will have a large percentage of students with handicaps such as those mentioned above. Out of 28-30 students signing up for the class, 20 can be expected to finish it satisfactorily.

COURSE CONTENTS

Major Course Objectives:

1. 65% of the students taking this course will be sufficiently satisfied with and motivated by their learning success in this individualized reading program to complete the class satisfactorily.

2. 80% of the students who complete this class satisfactorily will have developed sufficient reading and study skills to complete successfully all other coursework undertaken during the same semester.

3. 60% of the students who complete this class satisfactorily will have developed sufficient reading and study skills to complete successfully all coursework undertaken during the following semester.

This course in remedial reading is necessary to the implementation of a democratic, comprehensive community junior college because it is designed to develop exactly those skills and techniques most essential to success in both vocational and transfer programs. Because of the open-door admissions policy, the community junior college is faced with the responsibility of first paring many students to do college work. This course serves that function by providing students with the means of correcting educational disabilities of various kinds, and serving as a clinic from which further referrals can be made.

To be more specific, English 21 improves not only reading speed and comprehension, but also works on spelling, vocabulary, perceptual problems and study skills. Among the study skills are direction-following, time management, study read-

ing, listening-notemaking, and homework formats. Without exposure and practice in all of these areas, the student with educational disabilities will quickly drop out or "fail-out" of college.

The built-in counseling function of the course enables the tutor, student teacher or instructor to provide individual help and encouragement, and the opportunity for each student to participate in his own instruction. This personal factor builds the student's confidence and self-esteem, and, along with his relatively high success in the course work, motivates him to continue learning and improving himself educationally.

MATERIALS OF INSTRUCTION: See lists under individual units.
The following will also be available:

BOOKS

Adler, Mortimer J. *How to Read a Book.* New York: Simon and Schuster, 1940.
Aldrich, Ella V. *Using Books and Libraries* (4th ed.). Englewood Cliffs, N.J.: Prentice-Hall, 1960.
American Medical Association. *Exercise and Fitness.* Chicago: American Medical Assoc.
_____. *Seven Paths to Fitness.* Chicago: American Medical Assoc.
Blumenthal, Joseph C. *English 2200.* New York: Harcourt, Brace & World, 1964.
_____. *English 2600.* New York: Harcourt, Brace & World, 1962.
_____. *English 3200.* New York: Harcourt, Brace & World, 1962.
Butler, John H., and Theresa J. Jacoby. *Higher Grades Through Better Notes.* Palo Alto, Calif.: Fearon, 1965.
Brown, James I. *Programmed Vocabulary.* New York: Appleton-Century-Crofts, 1964.
Chapman, Elwood N. *So You're a College Freshman.* Chicago: Science Research Associates, 1967.
Choosing Your Career. Scottsdale, Arizona: Learning Inc., 1964.
Christ, Frank L. *Studying a Textbook.* Chicago: Science Research Associates, 1966.
_____. *Study-Reading College Textbooks.* Chicago: Science Research Associates, 1967.
Cox, Martha H. *Better Writing.* San Francisco: Chandler, 1964.
Davis, Nancy. *Vocabulary Improvement: A Program for Self-Instruction.* New York: McGraw-Hill, 1967.
Elliott, H. Chandler. *The Effective Student.* New York: Harper & Row, 1966.
Farquhar, William, and others. *Learning to Study.* New York: Ronald Press, 1960.
Garrison, Roger H. *The Adventure of Learning in College.* New York: Harper & Row, 1959.
Gates, Jean K. *Guide to the Use of Books and Libraries.* New York: McGraw-Hill, 1962.
Hall, Frances. *Twenty Steps to Perfect Spelling.* New York: Bantam, 1963.
Herber, Harold. *Success With Words.* New York: Scholastic Book Services, 1964.
Hook, J. N. *Testmanship: Seven Ways to Raise Your Examination Grades.* New York: Barnes & Noble, 1967.
How to Research and Write a Report. Scottsdale, Arizona: Learning Inc., 1965.
How to Take Tests. Palo Alto, Calif.: Fearon, 1963.
Lewis, Norman. *How to Become a Better Reader.* New York: MacFadden-Bartell, 1964.
Mace, C. A. *Psychology of Study.* Baltimore: Penguin, 1962.
McMahon, Helen, and Rebecca E. Pitts. *A Basic Vocabulary.* Totowa, N.J.: Littlefield, Adams, 1966.
Maddox, Harry. *How To Study.* New York: Fawcett, 1963.
Markle, Susan M. *Words: A Programmed Course in Vocabulary Development.* Chicago: Science Research Associates, 1963.
A New Outline for Dictionary Study. Springfield, Mass.: Merriam, 1965.
Palmer, Raymond C. *The English Sentence—A Programmed Course.* San Francisco: Chandler, 1966.
Pauk, Walter. *How to Study in College.* Boston: Houghton Mifflin, 1962.
Pearlman, Daniel, and Paula Pearlman. *Guide to Rapid Revision.* New York: Odyssey Press, 1965.
Robinson, Francis P. *Effective Reading.* New York: Harper & Row, 1962.
Sack, Allan, and Jack Yourman. *100 Passages to Develop Reading Comprehension.* New York: College Skills Center, 1965.
Shefter, Harry. *Faster Reading Self-Taught.* New York: Washington Square Press, 1960.
_____. *Guide to Better Composition.* New York: Washington Square Press, 1960.
_____. *Short Cuts to Effective English.* New York: Washington Square Press, 1955.
_____. *Six Minutes a Day to Perfect Spelling.* New York: Washington Square Press, 1954.
Sheldon, William, and Leonard Bramm. *Reading for Dollars and Sense.* Syracuse, N.Y.: Syracuse Univ. Press, 1958.
Simpson, Elizabeth. *Better Reading Books 1, 2,* and *3.* Chicago: Science Research Associates, 1962.
Smith, Donald P. (ed.). *Learning to Learn.* New York: Harcourt, Brace & World, 1961.
Smith, Genevieve. *Spelling by Principles.* New York: Appleton-Century-Crofts.
Smith, Nila B. *Faster Reading Made Easy.* New York: Popular Library, 1963.
Stefferud, Alfred (ed.). *The Wonderful World of Books.* New York: Mentor, 1952.
Strunk, William, and E. B. White. *The Elements of Style.* New York: Macmillan, 1959.
Taylor, Stanford E., and others. *Word Clues.* Huntington, N.Y.: Educational Development Laboratories, 1961.
Voeks, Virginia. *On Becoming an Educated Person* (2nd ed.). Philadelphia: Saunders, 1964.
Wakefield, Robert. *Basic Dictionary Skills* (2nd ed.). Glenview, Ill.: Scott, Foresman, 1965.
Weinland, James D. *How to Improve Your Memory.* New York: Barnes & Noble, 1957.
Witty, Paul. *How to Become a Better Reader.* Chicago: Science Research Associates, 1962.
Witty, Paul, and Edith Grotberg. *Developing Your Vocabulary.* Chicago: Science Research Associates, 1960.
Yaggy, Elinor. *How to Write Your Term Paper.* San Francisco: Chandler, 1958.

LIST OF UNIT TITLES

UNIT I DIAGNOSTIC PRE-TESTING

UNIT II THEORY AND TECHNIQUES OF EFFECTIVE READING

UNIT III THE DEVELOPMENT OF EFFICIENT STUDY SKILLS

UNIT IV SMALL GROUP TUTORING/DISCUSSION SESSION

UNIT V LAB DEVELOPMENT OF READING COMPREHENSION

UNIT VI LAB DEVELOPMENT OF PERCEPTUAL SKILLS AND RDG. SPEED

UNIT VII SPELLING IMPROVEMENT

UNIT VIII MASTERING THE SOUNDS OF ENGLISH-PHONICS DEVELOPMENT

UNIT I

Diagnostic pre-testing is necessary both to individualization of instruction and to assessment of student progress.

Goal: Both instructor and students will accumulate enough data on student ability and achievement levels to design individual reading and study development programs.

Objectives:

1. All students will successfully complete the first section of the Diagnostic Reading Test Form H under exam conditions (no specified criterion of performance).

2. All students will successfully complete the vocabulary and abstraction sections of the Shipley-Hartford C.Q. Scale Test under exam conditions (no specified criterion of performance).

3. All students will complete the Diagnostic Spelling Test (form x) under exam conditions (no specified criterion of performance).

4. All students will complete the SRA IIIb Starting Level Guide under exam conditions (no specified criterion of performance).

5. All students will, in class, complete the SR/SE (Survey of Reading/Study Efficiency). No specified criterion of performance.

6. All students will, in or out of class, complete a Biographical Data Sheet for counseling and tutoring purposes. No criterion of performance.

Materials: Biographical Data Sheet
Diagnostic Reading Test- Form H
Shipley-Hartford C.Q. Scale Vocabulary and Abstraction Test
Diagnostic Spelling Test
SRA IIIb Starting Level Guide
SR/SE
Answer sheets, timers, etc.

Planned Activities:

The entire first week of school (and perhaps half of the second) should be spent in diagnostic testing. Most make-ups can be scheduled outside of class time if there is a tutor in the lab to administer it. All scores are recorded in the instructor's record book, and will be used in setting up the individual learning programs and in assessing student progress after post-tests have been administered at the end of the semester. During this unit, each student will make a personal file for the lab in which all completed tests, classwork and homework will be kept.

UNIT II

Theory and Techniques of Effective Reading

A background in theory and technique is a necessary prerequisite to reading improvement. Once the student understands the methods for increasing speed and comprehension, and techniques for reading in various content areas, he is ready to apply them to reading situations within the reading text and in the laboratory itself.

Goal: The student will understand and apply the techniques and theories of effective reading.

Objectives:

1. At least 80% of the students will demonstrate, by their participation in any given weekly group discussion, that the assigned chapter or chapter section has been carefully read and studied.

2. The students will demonstrate their knowledge of the specifics of each chapter by scoring 70% or better on a 10-item quiz administered at the end of the class discussion period in which the chapter has been completed.

3. The student will demonstrate his knowledge and ability to apply that knowledge by scoring 75% or better on a 50-item mid-term exam consisting of short answer, fill-in, and multiple choice questions.

4. After reading each chapter, the student will write, as a homework assignment, a paragraph in which he responds to the material presented, telling how he has adapted it for his own use. At least 80% of the students will do this satisfactorily.

Objectives, cont'd.

5. At the end of the semester, 70% of the students will demonstrate their understanding of and ability to use effective reading techniques by scoring 50% higher on a post-test final than they did on an equivalent pre-test taken before studying the text.

Materials:

The students in the class will be broken into two main groups, according to their present verbal ability as demonstrated on the diagnostic tests. The more advanced students will spend the semester in The Techniques of Reading by Horace Judson (Harcourt, Brace, Jovanovich, Inc.); the less advanced students will use World of Ideas: A Guide to Effective Reading by Henry Bamman et al(Field Educational Publications,Inc.). Judson is more advanced in vocabulary and presentation, centering every chapter around a certain closely related set of methods or theories of effective reading. Many examples and passages are given in the body of the text for the student to practice on; he times himself on a passage at the end of each chapter, and keeps a record of his progress. The Bamman text, on the other hand, is geared to a lower verbal ability student. Every chapter is highly motivating, centered around two high-interest reading selections. Short "lessons" in vocabulary skills, word-attack skills, comprehension skills and different content-area reading skills evolve naturally from the reading selections. Of course there might be students for whom even the Bamman text would be difficult; these students could either be given more time to do the reading assignments, or might be placed in a different book.

Planned Activities:

Approximately nine or ten chapters will be covered in either textbook during the course of the semester, averaging out to about one chapter every two weeks. Each chapter will be read as homework during the first week, and discussed in class for about thirty minutes on Thursday of the same week. The chapter exercises and review will be done for the second week, and a brief quiz will be administered after a question-and-answer period during the Thursday class discussion of the second week.

Each student will be responsible for filing all of his work in his student file after scoring (if necessary) and recording everything on a Student Summary Sheet. For this unit, the student would file his personal response paragraphs, his exercise answers, his quiz scores, his midterm score, and the scores of his pre- and post- reading skills tests.

The following is a sample of what the activities might be for a semester in the Judson text. The chapter assignments would, of course, be modified to meet the needs of the greatest number of students.

Week 1.	Homework:	Fill out Biographical Data Sheet, begin reading Ch. 1, "Your Lifetime of Reading".
	In Class:	Diagnostic Testing
Week 2.	Homework:	Complete Ch. 1; complete and score exercises. Write up personal application.
	In Class:	Class discussion of Chapt. 1. Begin "Rdg. Skills Survey". Quiz on Ch. 1. Record all scores and file work.
Week 3.	Homework:	Read Ch. 2, "There's More to Reading Than Meets the Eye". Write up personal

Week 3.	Homework:	application.
	In Class:	Discussion of Ch. 2. Complete "Reading Skills Survey".
Week 4.	Homework:	Complete Ch. 2, and do exercises.
	In Class:	Discuss Ch 2, Quiz on Ch. 2. Record all scores and file.
Week 5.	Homework:	Read Ch. 3, "Pre-Reading". Write up personal application.
	In Class:	Discussion of Ch. 3.
Week 6.	Homework:	Complete Ch. 3, do exercises.
	In Class:	Discuss Ch. 2, take quiz. Record all scores and file.
Week 7.	Homework:	Read Ch 4, "The Mechanics of Reading Speed". Write up personal application.
	In Class:	Discussion of Ch. 4.
Week 8.	Homework:	Do exercises for Ch. 4.
	In Class:	Discuss Ch. 4. Take quiz. Record and file all scores.
Week 9.	Homework:	Read Ch 5, "Paragraph Analysis". Write up personal application.
	In Class:	Discuss Ch 5.
Week 10.	Homework:	Do exercises for Ch. 5
	In Class:	Discuss Ch 5, take quiz. Record and file all scores.
Week 11.	Homework:	Review for mid-term
	In Class:	Mid-term exam on chapters 1-5. Score, record and file all results.
Week 12:	Homework:	Read Ch. 6, "Skimming with Your Fingers" Write up personal application.
	In Class:	Discuss Ch 6.
Week 13:	Homework:	Do exercises for Ch 6.
	In Class:	Discuss Ch 6, Quiz on Ch. 6. Record all scores and file.
Week 14.	Homework:	Read Ch. 7, "The Questioning Reader". Make personal applicaion.

Week 14.	In Class:	Discuss Ch. 7.
Week 15.	Homework:	Do exercises for Ch. 7.
	In Class:	Discuss Ch. 7, take quiz. Record and file all scores.
Week 16.	Homework:	Read Ch. 8, "Words, Phrases, Sentences". Make personal application.
	In Class:	Discuss Ch. 8.
Week 17.	Homework:	Do exercises for Ch 8.
	In Class:	Discuss Ch. 8, take quiz. Record all results and file.
Week 18.	Homework:	Study for final.
	In Class:	Review and discuss any problem areas.
Week 19.	Homework:	Study for final.
	In Class:	Take final "Reading Skills Re-Survey". Record all scores and file.

Pre-and Post- Assessment:

Assessment of student progress would be in the form of a "Reading Skills Survey" in the Judson text and a similar kind of pre- and post- test constructed for the Bamman text. These tests would determine whether or not the student is in fact practicing the skills he has learned during the semester.

Objective #5 states that the students are expected to score substantially higher on the post-test than they did on the pre-test.

(a copy of 10-question quiz on Judson Ch 6)

LOS ANGELES HARBOR COLLEGE

English 21

Judson, Chapter 6

True - False

(is a kind of disciplined, focused, partial reading.)

p.141 True 1. Skimming carries the reading process one degree in thoroughness beyond pre-reading? p. 143

p.142 False 2. When you discover through your pre-reading that the material is not entirely familiar, you should skip this material. p. 146

p.144 True 3. Skipping and skimming are skills that will save ~~one~~ you time. p. 144

p. 142 F. 4. The skilled reader will make more fixations per line for accurate skimming. (than in thorough reading (often limited to 2 fixations per line)) p. 144

Completion

p 142 5. The decision to skip an entire article, book chapter or book is based upon pre-reading (skip. add a revision) or preview p. 146

p 144 6. In skimming for main ideas and significant details, the reader should read the first (or last) sentence in each paragraph. p. 145

Listing

Our text points out that skimming is employed for two purposes. List but do not explain these purposes. p. 144

p. 143

7. To find a particular piece of information
8. To grasp quickly main ideas and significant details

The text states that there are three occasions on which you will principally skim. List two of these three occasions. p. 145

9. ① When pre-reading indicates you need to read more but not thoroughly
10. ② When you are pressed for time
    ③ When you find material apparently not new, but which you can not skip for fear of finding important material
    ④ reviewing

mkn

UNIT III

The Development of Efficient Study Skills

Adequate study skills such as listening-notemaking, test taking, study-reading and time management are necessary for survival in college. Even if the student is high in ability, a conscientious application of these skills will enable him to do acceptable college-level work with a minimum of time, anxiety and effort.

Goal: The student will learn and practice the study-skills necessary to acceptable college work.

Objectives:

1. Beginning in the second week of school, the student will demonstrate and practice the skills of study-reading and summarization by writing one short summary per week on a reading selection in a study-skill area prescribed by the SR/SE Personal Program Guide. At least 75% of the students will successfully complete this objective weekly.

2. Beginning the second week of school the student will record his personal reactions to and applications of his weekly study-skill reading selection on a student response form. He will keep these forms filed in his student folder. 80% of the students will meet this objective every week.

3. The student will demonstrate his mastery of task organization and time-management by completing an adequate summary of each reading selection by the assigned due date. At least 70% of the students will meet this objective after the first two assignments.

4. By the end of the quarter 65% of the students

Objectives, cont'd

will report, on their student response forms, a noticeable improvement in their study efficiency in this class and in other courses they may be taking.

5. At least 50% of the students will, at some time during the semester, take the initiative to read unassigned study-skills improvement activities listed in the SR/SE Student Program Guide. Their responses to the reading will be made on the student response form.

Materials:

All of the materials for the activities in the SR/SE Student Program Guide will be made available to the students. Several copies of each book listed in the the bibliography of the Guide (back page) will be purchased so that they can be torn apart to make small one-chapter "modules", or pamphlets. These smaller units are less intimidating and more convenient for the student; he doesn't need to buy or wait for the entire text when he only needs to read one chapter. This use of textbook resources makes individualization possible, and actually cuts expenses. In the classroom, one-chapter units from different books which deal with the same general study skill will be filed together in clearly marked bins.

Planned Activities:

The student and his tutor or instructor will work together to design an individualized study-skills program during the first two small-group tutoring/discussion sessions (see Unit IV). This program will be based on the student's needs as indicated by the SR/SE.

Planned Activities, cont'd

Every week the student will be given 30 minutes of class time to work on the activity (or activities) assigned for that week. The student will, after completing a reading activity, write a summary of it, and he will record his personal reactions to and applications of every activity he does on his student response form.

If at any time the student feels that the program is not helping him, he will meet with his tutor or instructor to modify it. Of course every individual program will be different by definition, but the following is a list of the possible categories of of study skills in which a student might need work:

I Study Management
- Time Management
- Study Environment

II Major Course-Related Skills
- Study-Reading
- Marking and Underlining
- Responsive Listening-Notemaking
- Classroom Tests

III Auxiliary Course Skills
- Library Research
- Vocabulary and Spelling
- Writing Skills

IV Attitudes, Interests and Habits
- Concentration and Memory
- School Attitudes and Motivation

V Physiological Aspects
- Good Health
- Vision

Pre- and Post- Assessment

Learning assessment will come mainly from student

Pre- and Post- Assessment, cont'd

indications of improvement in the study skills area. Whether these indications be the students' personal comments or their actual class and homework performance, this seems to be the most valid means of study-skills assessment.

STUDENT RESPONSE FORM

Please date all entries, naming the unit and specific activity involved

STUDENT NAME:

CLASS NAME AND NUMBER:

UNIT IV

Small-Group Tutoring/Discussion Session

This is an instructional unit in that the student works with the tutor or instructor in setting up and modifying his own individualized program. He learns, perhaps for the first time, to play an active, responsible part in his own instruction. The small-group discussion also gives students the opportunity to ask questions and to express any personal concerns or problems they may have. The tutor has authority to modify a student's program as it appears necessary, and to refer him to the appropriate medical, psychological, financial sources for additional help.

Goal: The student will actively participate in small group discussion sessions, helping to set up and modify his own individual learning program and expressing any personal problems or concerns he may have in his academic or personal life.

Objectives:

1. All students will, during the course of the semester, participate in the small-group discussion by setting up and modifying their own individual programs.

2. At least 80% of each student's entries on his student response form will indicate that he is either successfully learning or has taken the problem to a tutor in his small discussion group.

3. At the end of the semester at least 75% of the students will indicate, on a class evaluation form, that they were pleased with the instructor's concern and the individualization of all course materials.

Materials:

The student will bring his file to the discussion session.

Planned Activities:

The small groups (3-4 students) will meet once per week for about 30-45 minutes for the Tutoring/Discussion unit. Students bring their personal files so the tutor can check to see if they have been keeping up on homework and classwork. The tutor will note whether or not objective #2 is being kept, and will remedy the situation if it isn't. Students who feel they are doing particularly well may be excused so the tutor can devote more time to the students with problems.

Pre- and Post- Assessment

Assessment of the success of this instructional unit comes mainly in the form of student evaluation at the end of the semester and student responses (written and oral) to their individual programs during the course of the semester.

UNIT V

Laboratory Development of Reading Comprehension

The purpose of this unit is to give the student a great deal of practice in reading for meaning. Developing concentration and a better memory are an essential part of this unit, as is the development of a more extensive vocabulary. Because reading speed should not decrease as comprehension increases, the student will also record his reading speed in this unit, although this is not the focal point of the unit.

Goal: This unit will enable the reader to practice and increase his "comprehension" skills; his memory and concentration will improve, his vocabulary will increase, and he will be able to make inferences from his reading more easily.

Objectives:

1. At least 70% of the students taking this unit will raise their overall reading ability three grade levels or more in the SRA Power-Builders (articles) during the course of the semester. This reading will be done in class.

2. 60% or more of the students taking this unit will improve at least two grade levels in vocabulary development as measured by a vocabulary post-test equivalent to the Shipley-Hartford C.Q. Scale Vocabulary test.

3. At least 60% of the students taking this unit will demonstrate increased comprehension by inincreasing their average SRA Power-Builder reading comprehension scores 5% during the second half as compared to the first half of the semester. (This is a self-scored in-class activity).

4. At least 60% of the students taking this unit

Objectives, cont'd

will demonstrate increased vocabulary skills by increasing their average SRA Power-Builder vocabulary scores 5% during the second half as compared with the first half of the semester (this is a self-scored in-class activity).

5. At least 70% of the students working in the SRA Reading For Understanding (RFU) kit will demonstrate increased vocabulary and comprehension by increasing their average score 5% during the second half as compared with the first half of the semester (this is an in-class self-scored activity).

6. At least 60% of the students taking this unit will score in a percentile 15 points higher on Diagnostic Reading Test E at the end of the semester than they did on DRT H at the beginning of the semester.

Materials:

1. SRA Power-Builder- This reading kit consists of sets of reading selections on different levels of difficulty. The reader times his own reading and scores his own answers to the comprehension and vocabulary exercises at the article's end.

2. SRA Reading For Understanding-- This kit consists of comprehension-development cards in 100 levels of difficulty, with four cards at every level. The student places himself in the proper level and works his way up card by card. A score of 90% or better sends him up to the next level. This kit develops comprehension skills.

Materials, cont'd

3. SRA Vocabulab III Kit - This kit consists of levels of reading and vocabulary difficulty corresponding with the SRA Power-Builder. The student with a limited vocabulary reads an article and does only vocabulary exercises at the end. This is not timed.

Planned Activities:

This is a laboratory activity; the student is expected to spend 45 minutes to one hour per week in class on this unit in addition to at least thirty minutes per week of out-of-class lab work. Students follow their own individualized programs, scoring and recording all work done in the unit. At least thirty-five SRA Power-Builder articles and 25 RFU cards are required during the semester, and all scores are tallied and averaged in the middle and at the end of the semester to determine student progress. Use of the Vocabulab III Kit depends upon mutual decision of the tutor and the student.

Pre- and Post- Assessment

Pre- and post- assessment comes mainly from the two administrations of the Diagnostic Reading Test, which would reflect the skills developed in this unit. Scores on the Shipley-Hartford Vocabulary test and its equivalent post-test would be the second major method of assessment.

UNIT VI

Laboratory Development of Perceptual Skills and Reading Speed

Perceptual skill and reading speed are emphasized in this unit, although comprehension of what has been read is also essential. Comprehension actually increases with reading speed, because concentration becomes more acute. Fast, efficient reading means that there will be a minimum of eye-fixations per line; tachistoscopic devices help to develop this skill. Pacers push the reader to his maximum speed, forcing him to see more in less time. The ability to read fast with high comprehension is perhaps the main objective of this course; these skills are an important prerequisite for further education in either vocational or academic areas.

Goal: The student will substantially increase his reading speed, and will show a simultaneous improvement in comprehension.

Objectives:

1. At least 60% of the students in this unit will be seeing two more words per eye fixation at the end of the semester that they were at the beginning, as measured by the EDL/Biometrics Reading Eye II Graph Analyzer.

2. At least 60% of the students taking this unit will be reading 30% faster at the end of the course than they were at the beginning, as measured by the reading speed scores of the pre- and post-Diagnostic Reading tests H and E.

3. The student will have a more regular eye-sweep with fewer regressions at the end of the semester than he did at the beginning, as measured by the EDL/Biometrics Reading Eye II Graph Analyzer.

Materials:

1. EDL Controlled Reader- This is a projector-pacer that comes with sets of stories on filmstrips at different levels of difficulty. Comprehension questions on each filmstrip-story may be found in accompanying EDL manuals.

2. Craig Reader- This is a sophisticated electronic pacer which can, like the Controlled Reader, be set at just about any desired speed.

3. Hand-Tachistoscope- A small tachistoscope for use at the student's seat. It flashes words, phrases and numbers at 1/25th, 1/50th, or 1/100th of a second. This develops perceptual skills.

4. T-Flasher- This is a projector tachistoscope for use with small groups of students. Symbols, numbers and phrases are flashed briefly upon a screen by a tutor or the instructor.

Planned Activities:

The student and tutor, when setting up the individual learning program, decide which of the above machines (if any) will best serve the student's needs. Use of these machines is independent, with small groups of students on one activity at a time to avoid crowding. There is something to record for all machines except the Craig Reader, and it is the student's responsibility to record all information and answers to exercises, to score these answers and to file everything in his student folder.

Pre- and Post- Assessment:

Assessment is accomplished mainly through the EDL Graph Analyzer and the Diagnostic Reading Test, although the recorded completion times for his SRA Power-Builders and

Pre and Post- Assessment, cont'd

Controlled Reader stories also indicate any improvement.

UNIT VII
Spelling Improvement

Spelling is the "encoding" process which is the opposite of reading, or "decoding". Putting sound into correctly written words is a skill necessary to literacy in any language. Some students will indicate, by the results of their Diagnostic Spelling Test, that a review of the primary spelling principles of English is necessary. These students will, after consultation with the tutor or instructor, be placed in the Fergus spelling program, which can be adapted to individual needs.

Goal: The student will improve his spelling (or "encoding") ability significantly during the course of the semester.

Objectives:

1. At least 85% of the students taking this unit will make 50% less errors on the Diagnostic Spelling post-test than they did on the equivalent pre-test.

2. At least 70% of the students in the program will express satisfaction with their improvement either on their student response forms or in the small-group discussion sessions.

3. At least 85% of the students in the Fergus program will re-take the chapter pre-test when they HAVE completed the chapter itself, making four or less errors the second time.

Materials:

Fergus Spelling Program (Patricia Fergus)
- Programmed text
- Four cassettes

Spelling wheels

Planned Activities:

At the beginning of each chapter in the Fergus text is a quick pre-test which the student takes to determine whether he needs to work in that particular chapter or not. He can skip unnecessary work and concentrate on areas that are more difficult for him. The following is the chapter breakdown;

1. Syllables
2. Doubling final consonants
3. Final E
4. Final Y
5. Plurals
6. IE and EI
7. Homonyms, Confused Words
8. Demons
9. Suffixes
10. Ceed, Cede, Sede
11. Prefixes
12. Hyphen

Answers to tests

Pre- and Post- Assessment:

Assessment for this unit is accomplished through the Diagnostic Spelling Test, which indicates the major principles of spelling causing difficulty for the student. If any areas are not adequately reviewed in the Fergus text, the spelling wheels can be used supplementally as reinforcement.

UNIT VIII

Mastering the Sounds of English-- Phonics Development (primarily ESL students)

The source for a student's errors on the Diagnostic Spelling test may be that he is not <u>hearing</u> the sounds correctly, and cannot therefore represent them with the correct written form. If this is the case, the tutor or instructor will help him set up a phonics unit in which he will have the opportunity to hear and repeat the sounds of consonants, vowels, and consonant blends and digraphs. The student listens carefully to himself as he repeats sounds and words, making sure that he hears and reproduces them accurately. Proficiency in this skill precedes both reading and writing in English.

<u>Goal</u>: The student will be able to hear and accurately reproduce the sounds of the English language.

<u>Objectives:</u>

1. At least 70% of the students taking the Phonics unit will make five or fewer "hearing and reproducing" errors on the post Diagnostic Spelling Test. (If the word "enough" were given, the student spelling "enuff" would not count as such an error, and the spelling "enuft" would).

2. The student will be able to accurately repeat 90% of the sounds given to him by a tutor at the end of the unit. This oral test will include the major sounds of the English language.

<u>Materials</u>:

1. <u>Language Master</u>- A machine that plays a sound or word when the appropriate card is run through. The student can repeat the sound and record his own voice. The Open Court Language

Materials, cont'd

Master cards accompany the machine.

2. Phonics Records- Sounds are repeated and the student responds, following along on the accompanying phonics cards.

Planned Activities:

The student might spend thirty minutes or more per week in this unit, depending upon his need for phonics practice. He studies in a sound-proof area so he can repeat everything clearly without disturbing others. A tutor might work with several students at once to help encourage participation.

Pre- and Post- Assessment

Assessment would consist of the pre- and post- Diagnostic Spelling Test and an oral test given by a tutor at the the end of the unit.

INSTRUCTOR'S EVALUATION

It is realistic to assume that some of the unit objectives will not be met by the majority of students; it is therefore necessary to determine procedures for revision of the course. If students repeatedly fail to meet an objective, perhaps the criteria are unrealistically high for one semester of work in the subject area, and should be lowered. Another approach would be to revise the unit itself-- perhaps a more effective medium of instruction (or self-instruction) could be designed. Student suggestions here would be helpful; a student might request more time to work in a particular unit. In this case, the students might be given one hour instead of thirty minutes of class time per week to work on a difficult unit. If lack of time proves to be the biggest problem, the entire course subject are could be narrowed down; less material would therefore be covered at a slower and more thorough pace.

Due to the wide range of student ability, it is expected that several students who complete the course will fail to meet most performance criteria. Although these students will be given a passing grade (C) if their work indicates serious effort, they will be strongly encouraged to repeat the course the following semester. If the student is unwilling or unable to do so, he will be referfed to a counselor for further advice.